

## Inclusive and Equitable Teaching Practices - Facilitation Guide

**About this course:** This course was created by numerous volunteers who have been part of the Education Organizing Committee of the Education Justice Coalition of Vermont. We'd like to credit Cleopatra Jones, Jamilah Vogel, Debra Stoleroff, Katie Wyndorf, Nicole Hansen, Andrew Prowten, Christine Nold, Jayy Covert and volunteers who came to our work days for co-creating this curriculum together. *Schools and districts are free to use the contents. HOWEVER, IF you are profiting or receiving payment for the curriculum or its resources, we ask that you contact us for permission.*

### [Course Syllabus](#) & [Course Assignments](#)

#### [Session 1 - Intro and Act 1/EQS](#)

#### [Session 2 - Learning about self](#)

#### [Session 3 - Learning about students](#)

#### [Session 2.5](#)

#### [Session 4 - Strong learning environments & supportive learning communities](#)

#### [Session 5 - Strong learning environments & supportive learning communities](#)

#### [Session 5.5 - Shifts in practice](#)

#### [Session 6 - Reflecting on our own learning and practice](#)

#### [Session 7 - Celebration of Learning](#)

## Session 1 - Intro and Act 1/EQS

December 10th-16th

### Session Framing & Design:

This first session is focused on starting the course, building a learning community, and learning about Act 1, EQS, and the Teaching Practices. Participants will also have the opportunity to begin exploring and reflecting on the course rubric.

### Participants Materials:

- Pen/Pencil
- Journal/paper

### Facilitator Materials:

- Masks - if you're running a masked group but good to have either way
- Optional: Folders & Notebooks
- Optional: Markers/Colored Pencils
- Print outs:
  - [Syllabus](#)

## Inclusive and Equitable Teaching Practices - Facilitation Guide

- [Education Quality Standards Teaching Practices Self-assessment Tool](#)

### Session Preparation

- Pairing Process - As preparation for matching we asked folks in the survey if they prefer a BIPOC partner and we also asked them what subject area and grade they taught. All data will be shared with facilitators shortly after the course registration closes on November 17th. We're recommending you match people in similar subject areas. You also may want to intentionally match across different schools so folks form new relationships. Another idea is to match folks on reported levels of racial literacy as indicated in the class sign up survey.

### Objectives

- Create a container to learn together
- Explore how our own identity impacts how we show up in the classroom
- Set a mini-goal to shift practice

| Timing: | Activity:               | Notes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min  | Transition (settling)   | <ul style="list-style-type: none"><li>• Allow facilitators to frame</li><li>• Welcome folks</li><li>• Encouraging ppl to take care of themselves: food, bathroom, movement, water, etc.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 20 min  | Welcome & Introductions | <ul style="list-style-type: none"><li>• Facilitators introduce themselves</li><li>• Intro round<ul style="list-style-type: none"><li>◦ Name, pronoun, school/org, role and what brings you to this class?</li><li>◦ What is one value you hope to have show up in this space and why is it important to you?</li><li>◦ Grounding activity (potential ideas)<ul style="list-style-type: none"><li>■ Share a movement or expression that expresses how you're showing up and have the rest of the group mirror that back</li><li>■ <a href="#">Breathing Exercises</a> (from Katie Wyndorf)</li></ul></li></ul></li><li>• Share a little bit about how this class came to be<ul style="list-style-type: none"><li>◦ The teaching practices that provide the framework to this class are from the updated Education Quality Standards. These updates were made by the Act 1 Working Group which was work coming out of the 2019 Ethnic Studies Bill.</li><li>◦ EdJ had a December 2022 event with the EQS teaching</li></ul></li></ul> |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|        |                                                                            | <p>practices and one big piece of feedback is that folks wanted to go deeper. This class is an opportunity to do that.</p> <ul style="list-style-type: none"> <li>Review parts of the <a href="#">syllabus</a> together</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 20 min | Community Agreements (could this work as our "shared text"/experience) - ? | <p>Credit given to Katie Wyndorf at Edmunds Middle for this community building activity - <a href="#">01. Building Community Agreement Process (6th Grade Template)</a></p> <p><b>Online Note:</b> Sometimes when doing go-rounds it can help to put the order in the chat and/or call on people and say who's up and who's on deck</p> <ul style="list-style-type: none"> <li>ROUND 1 - We all bring awesome strengths to our community and we all bring growth areas. <ul style="list-style-type: none"> <li>Take a minute to think about different strengths you bring as a learner and growth areas you bring as a learner to our learning community</li> <li>Do a round for folks to share one strength and one growth area</li> </ul> </li> <li>ROUND 2: How can this learning environment nurture our strengths and support our growth? <ul style="list-style-type: none"> <li>Take three minutes to write down or draw any ideas of how this learning environment can nurture our strengths and support our growth areas</li> <li>Do a round for folks to share and chart on paper or a google doc the big ideas from these shares</li> </ul> </li> <li>Initial Community Agreements (facilitators can use their own initial agreements - or check out <a href="#">these</a> developed by Rhiannon Kim) <ul style="list-style-type: none"> <li>Self care and community care</li> <li>Make Space/Take Space</li> <li>Mistakes are valuable, failure is a lesson</li> <li>Acknowledge impact and move towards repair</li> <li>Curiosity and willingness to learn and grow</li> <li>Confidentiality: Stories stay here lessons go with you</li> </ul> </li> <li>ROUND 3: Share the initial community agreements and ask if there is anything we shared about how this learning environment can nurture our strengths and our growth areas that is not captured in these initial agreements?</li> </ul> |
| 10 min | Break                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| 50 mins | Act 1, Education Quality Standards, and Teaching Practices Presentation | <ul style="list-style-type: none"><li>• <a href="#">Slidedeck</a></li><li>• Video from EdJ (presentation of slides 5-15) on history of Act 1 and EQS and what is EQS (10 mins)</li><li>• Solo activity exploring general EQS updates (10 mins)</li><li>• Group activity exploring teaching practices updates (20 mins)</li><li>• Report back (10 mins)</li></ul>                                                                                                                                                                                                                                                                     |
| 10 min  | Closing & Next Steps                                                    | <p><b>Closing Round:</b> What is a teaching practice you saw modeled today or that you heard about that you want to draw from and bring back into your classroom/work?</p> <p><b>Homework</b></p> <ol style="list-style-type: none"><li>1. <a href="#">Class assignment here</a></li></ol> <p><b>Next Sessions</b></p> <ol style="list-style-type: none"><li>1. In person student led workshop with online option on <b>January 7th 10:30– 12:30</b> - Location to be confirmed</li><li>2. Partner check in between <b>Monday, January 8th - Sunday, January 28th.</b></li><li>3. . We'll email out instructions for this.</li></ol> |

## Session 2 - Learning about self

December 10th-16th

### Session Framing & Design:

This first session is focused on the first section of the green rubric. The way this course is designed is to move from self, to students, to the classroom environment. We also start the practice of goal setting in this first session that will be carried throughout the course and also forms the basis for the final project. During this class we'll introduce the final project so folks can start to think about it but won't start it yet.

### Participants Materials:

- Pen/Pencil
- Journal/paper

### Facilitator Materials:

- Masks - if you're running a masked group but good to have either way
- Optional: Folders & Notebooks

Education Justice Coalition of Vermont - [www.edjcoalition.org](http://www.edjcoalition.org)

## Inclusive and Equitable Teaching Practices - Facilitation Guide

- Optional: Markers/Colored Pencils
- Print outs:
  - [Syllabus](#)
  - [Wheel of power and privilege](#)
  - Journaling questions/cut into strip or have these projected
  - Green section of rubric - [Education Quality Standards Teaching Practices Self-assessment Tool](#)
  - [Goal setting worksheet](#) - Could be printed or could have folks do this virtually

## Session Preparation

- Pairing Process - As preparation for matching we asked folks in the survey if they prefer a BIPOC partner and we also asked them what subject area and grade they taught. All data will be shared with facilitators shortly after the course registration closes on November 17th. We're recommending you match people in similar subject areas. You also may want to intentionally match across different schools so folks form new relationships.

## Objectives

- Create a container to learn together
- Explore how our own identity impacts how we show up in the classroom
- Set a mini-goal to shift practice

| Timing: | Activity:               | Notes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Transition (settling)   | <ul style="list-style-type: none"><li>• Allow facilitators to frame</li><li>• Welcome folks</li><li>• Encouraging ppl to take care of themselves: food, bathroom, movement, water, etc.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 20 min  | Welcome & Introductions | <ul style="list-style-type: none"><li>• Who are you activity (Gholdy Mohammed, 2020)<ul style="list-style-type: none"><li>◦ "For this activity, students talk in pairs: the first partner asking, "Who are you?," over and over, the second partner responding with a different answer each time. After a minute, partners switch.</li><li>◦ Go Round: Name, pronoun, and "Debrief, asking students to reflect on what was personally easy about the activity, what was challenging, and their overall impressions. Support students in understanding that identity is multifaceted, that there are many</li></ul></li></ul> |

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|        |                      | <p>aspects that make us who we are.” (activity <a href="#">reference</a>)</p> <ul style="list-style-type: none"> <li>• Today we’ll be exploring how our identity impacts how we show up in the classroom to help us frame the day, what stood out from the reading and what questions are you left with from the reading? (Chapter 1 of Get Free by Tricia Ebarvia: “Starting with ourselves, we teach who we are”)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 35 min | Identity Exploration | <ul style="list-style-type: none"> <li>• Journaling (10 min) <ul style="list-style-type: none"> <li>◦ Step 1 - Identity mapping <ul style="list-style-type: none"> <li>■ <a href="#">Wheel of power and privilege</a></li> </ul> </li> <li>◦ Step 2 - journaling <ul style="list-style-type: none"> <li>■ Reflect on these questions that we’ll use in our next concentric circles activity</li> <li>■ Let participants know they can write, draw, reflect, meditate, rest ect. with these questions</li> </ul> </li> </ul> </li> <li>• Questions for journaling and concentric circles <ul style="list-style-type: none"> <li>◦ With which descriptors do you identify most strongly? With which descriptors do others identify you most strongly? What do you notice about the differences between what you identify and what others identify and how do you feel about that difference?</li> <li>◦ Describe a time when one of the elements of your identity definitely worked to your advantage, either in your educational experience or in other areas of your life.</li> <li>◦ Describe a time when one of the elements of your identity appeared to hold you back, either in your educational experience or in other areas of your life.</li> <li>◦ Talk about a time when your perceptions of a student’s identity caused you to do something that moved them forward.</li> <li>◦ Talk about a time when your perceptions of a student’s identity caused you to do something that held them back.</li> </ul> </li> <li>• Music Mingle (15 min) <ul style="list-style-type: none"> <li>◦ Play a song and allow people to mingle and dance along. When the music stops they need to find a new partner.</li> <li>◦ Person one shares (1.5 min)</li> <li>◦ Person two shares (1.5 min)</li> </ul> </li> <li>• Attribution &amp; more details: This activity is pulled from <a href="#">here</a>.</li> <li>• Debrief (10 min)</li> </ul> |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|        |                   | <ul style="list-style-type: none"> <li>○ What will you do differently as a result of engaging in this dialogue?</li> <li>○ How might you adapt and use this activity?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 10 min | Break             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 20 min | Project Intro     | <ul style="list-style-type: none"> <li>● Initial introduction of project (10 mins) <ul style="list-style-type: none"> <li>○ Have students read over the <a href="#">Final Project</a> on their own and take initial questions. Let folks know final projects won't start until the end of class four but folks can start thinking about what they want to do for the project.</li> </ul> </li> <li>● Choose your own adventure (10 mins) <ul style="list-style-type: none"> <li>○ Examine a project exemplar and do reflection on them with the prompts: Notice, appreciate, wonder, learned. Folks could work in small groups or individually. You could set up a worksheet for individuals or a four square on big paper for a group.</li> <li>○ With a partner look at the Teaching Practices Rubric and brainstorm different projects you could work on for different sections of the rubric</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| 25 min | Mini-Goal Setting | <ul style="list-style-type: none"> <li>● Rubric Reflection (5 mins) <ul style="list-style-type: none"> <li>○ Read through the rubric section and mark where you feel like you land</li> <li>○ Circle or note any noticings, questions, or wonderings</li> </ul> </li> <li>● Goal setting (8 mins) <ul style="list-style-type: none"> <li>○ Participants complete part 1 and 2 of the <a href="#">goal setting worksheet</a></li> <li>○ Let participants know that they will check in about their goal mid/end of January with their partner.</li> </ul> </li> <li>● Match folks in pairs for goal setting. You can call these pairs Accountability Buddies. <ul style="list-style-type: none"> <li>○ Let folks know these pairs will carry on through goal setting and also through check-ins through the first two sessions. During the 3rd session there will be an option to have a new accountability buddy for the second half of the course.</li> </ul> </li> <li>● Now give folks 12 minutes to work with their partners to discuss and refine their goals and resources to explore.</li> <li>● Encourage accountability buddies to share contact info so they can plan their future meet up</li> <li>● Encourage folks to keep track of their goal setting worksheet for</li> </ul> |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

|        |                      | future work and reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min | Closing & Next Steps | <p><b>Closing Round:</b> What is a teaching practice you saw modeled today or that you heard about that you want to draw from and bring back into your classroom/work?</p> <p><b>Homework</b></p> <ol style="list-style-type: none"><li>1. Work on mini-goal setting this includes trying something new and seeking out a resource to explore related to your goal</li><li>2. <a href="#">Class assignment here</a></li></ol> <p><b>Next Sessions</b></p> <ol style="list-style-type: none"><li>4. In person student led workshop with online option on <b>January 7th 10:30– 12:30</b> - Location to be confirmed</li><li>5. Partner check in between <b>Monday, January 8th - Sunday, January 28th.</b></li><li>6. . We'll email out instructions for this.</li></ol> |

### Session 3 - Learning about students

January 7th 10:30– 12:30 - Location to be confirmed

- This session will be led by youth involved in EdJ youth organizing training program. There will be an in person session that we encourage all facilitators that are able to come in person to do so. There will also be a remote option.
- This session will be focused on the second and third indicator of the green rubric.
- Homework after this session
  - Accountability Buddy Meet Up
    - See instructions below and you may want to let folks know about this ahead of time so they can get it scheduled
  - Add at least one resource to this [Padlet](#) as preparation for next session and explore the other resources added

### Session 2.5 - Accountability Buddy Meet up

Monday, January 8th - Sunday, January 28th

- Instructions:
  - We encourage people to meet in person or have a phone call or zoom call. This meetup will last one hour to an hour and a half. The goal of this meetup is reflect on the learning about students session and to reflect on goals set and to

## Inclusive and Equitable Teaching Practices - Facilitation Guide

- Session 2 reflection questions (30-45 mins):
  - What did you take away from the youth-led session?
  - Was there anything that surprised you?
  - What are ways this youth session can guide and shift your practice?
  - What are ways your classroom/school/district/organization are already gathering and centering youth voices? What are ways your classroom/school/district/organization can better gather and center youth voices?
- Reflection on goals set in session 1 (30-45 mins):
  - Individual reflection time: Take some time to both fill out the reflection section of the [goals sheet](#) you started in session 1
  - Discuss your reflections with your accountability buddy
    - Did your goal shift or change? What did you try in your classroom? What impact did it have on students? What did you learn and what further questions or experimentation do you want to do to learn more?

## Session 4 - Strong learning environments & supportive learning communities

January 28th - February 3rd

### Session 3 Framing & Design:

This session begins to move from self, to students, and now deeper into the classroom environment and teaching practices. During this session we move into the orange section of the rubric.

### Materials Needed:

- Journal/Paper
- Pen/Pencil
- Optional: Markers/Colored Pencils
- Computer
- Wifi

### Print outs

- Orange section of the rubric
- Consultancy dilemma protocol
- Journal prompts either printed or projected

### Objectives

## Inclusive and Equitable Teaching Practices - Facilitation Guide

- Explore the critical thinking practices or assessment practices we're using in our classrooms and how they support or impede equity for students
- Reflect on prior mini-goal to shift practice
- Set a mini-goal to shift practice

| Timing:           | Activity:                                                                   | Notes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min            | Transition & Grounding (settling)                                           | Allow facilitators to frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 15 min            | Opener                                                                      | <ul style="list-style-type: none"> <li>• <b>Opener:</b> Talk about a time in your education you did real world learning that you felt like had an impact on you. Why did it matter to you? <ul style="list-style-type: none"> <li>◦ Allow folks a couple minutes to reflect/write about this before sharing</li> </ul> </li> <li>• Check in if the group wants to do choice A or choice B below. You could also have folks break into two groups for this.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 20 min (Choice A) | Jamboard and discussion on critical thinking                                | <ul style="list-style-type: none"> <li>• <b>Chalk talk/Jamboard on critical thinking (8 min):</b> <ul style="list-style-type: none"> <li>◦ Brainstorm different teaching practices/tools related to critical thinking you've used to support student learning</li> <li>◦ Encourage people to be interactive: You can comment and note and highlight things other folks are writing</li> </ul> </li> <li>• <b>Pair and share (or triads):</b> <ul style="list-style-type: none"> <li>◦ What are ways you've used protocols or other critical thinking tools in your classroom and what are ways you want to use them? (6 min)</li> <li>◦ How does equity intersect with protocols and critical thinking tools? What are ways that protocols and critical thinking tools increase equity? What are ways protocols and critical thinking tools may leave some students behind? (6 min)</li> </ul> </li> </ul> |
| 20 min (Choice B) | Jamboard and discussion on assessment, student feedback, and learning goals | <ul style="list-style-type: none"> <li>• <b>Chalk talk/Jamboard on assessment, student feedback, and learning goals (8 min)</b> <ul style="list-style-type: none"> <li>◦ Brainstorm different teaching practices/tools</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|        |                              | <p>related to assessment, student feedback, and learning goals that you've used to support student learning</p> <ul style="list-style-type: none"> <li>○ Encourage people to be interactive: You can comment and note and highlight things other folks are writing</li> <li>● <b>Pair and share (or triads):</b> <ul style="list-style-type: none"> <li>○ How are you currently including students in the assessment process and how can they be more included? (6 min)</li> <li>○ What are the ways that assessment tools/processes can increase equity? What are the ways assessment tools/processes may leave some students behind? (6 min)</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 50 min | Consultancy Dilemma Protocol | <ul style="list-style-type: none"> <li>- Choosing a dilemma: think about something related to the orange section of the rubric <ul style="list-style-type: none"> <li>- Is it something that is important to you, and it is something you are willing to work on?</li> <li>- Is it something that's not already resolved or in the process of being resolved?</li> <li>- It is something that does not depend on getting other people to change?</li> </ul> </li> <li>- Journaling (10 min) <ul style="list-style-type: none"> <li>- If you could take a snapshot of this dilemma, what would you see?</li> <li>- Why is it important to you?</li> <li>- What have you done already to try to remedy or manage the dilemma?</li> <li>- What have been the results of those attempts?</li> <li>- Who do you assume to be true about this dilemma, and how have these assumptions influenced your thinking about the dilemma?</li> <li>- What is your focus question? It should summarize your dilemma and help focus on the feedback.</li> </ul> </li> <li>- Break into two groups <ul style="list-style-type: none"> <li>- Review the consultancy dilemma protocol together as a group before breaking folks off</li> <li>- If your group already broke into groups A and B</li> </ul> </li> </ul> |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|        |                                        | <p>for the above activity those become your groups.<br/>If not you can count off randomly</p> <ul style="list-style-type: none"> <li>- <a href="#">Consultancy Dilemma Protocol</a> (35 min)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 20 min | Breakout / Debrief / Mini-Goal Setting | <ul style="list-style-type: none"> <li>• Rubric Reflection - Orange section (5 mins) <ul style="list-style-type: none"> <li>◦ Read through the rubric and mark where you feel like you land</li> <li>◦ Circle or note any noticings, questions, or wonderings</li> </ul> </li> <li>• Goal setting (8 mins) <ul style="list-style-type: none"> <li>◦ Encourage facilitators and participants to add to the <a href="#">resource bank</a></li> <li>◦ Participants complete part 1 and 2 of the <a href="#">goal setting worksheet</a></li> </ul> </li> <li>• Now give folks seven minutes to work with their partners to discuss and refine their goals and resources to explore. <ul style="list-style-type: none"> <li>◦ Encourage folks to explore resources and continue to add to the padlet</li> </ul> </li> <li>• Encourage folks to keep track of their goal setting worksheet for future work and reflection</li> </ul> |
| 5 min  | Closing & Next Steps                   | <ul style="list-style-type: none"> <li>• <b>Closing Round:</b> What is one teaching practice you saw modeled today or heard about today that you want to draw from and bring back into your classroom work.</li> </ul> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>1. Work on mini-goal setting this includes trying something new and seeking out a resource to explore related to your goal</li> <li>2. <a href="#">Class assignment here</a></li> </ol> <p><b>Next Sessions</b></p> <ol style="list-style-type: none"> <li>1. The next session will be the week of February 12th</li> </ol>                                                                                                                                                                                                                                                                                                               |

## Session 5 - Strong learning environments & supportive learning communities

February 12th - February 15th

## Inclusive and Equitable Teaching Practices - Facilitation Guide

### Session 4 Framing & Design:

This session continues the move from self, to students, and now deeper into the classroom environment and teaching practices. During this session we move into the purple section of the rubric and we also introduce the final project and give folks time to get started on this

#### Materials Needed:

- Journal/Paper
- Pen/Pencil
- Markers/Colored Pencils
- Plain white paper
- Computer - participants should bring
- Wifi

#### Print outs

- [Education Quality Standards Teaching Practices Self-assessment Tool](#)
- [Final Project](#)
- Print articles in Activity A) RJ and Activity B) SEL sections below

#### Objectives

- Reflect on Universal Design as modeled in an activity
- Explore how social identity and power dynamics show up in restorative justice or social emotional learning
- Understand the final project assignment

| Timing: | Activity:                                     | Notes:                                                                                                                                                                                                     |
|---------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | In Preparation                                | <ul style="list-style-type: none"><li>• Gather and email all the goal sheets</li></ul>                                                                                                                     |
| 10 min  | Transition & Grounding (settling)             | Allow facilitators to frame                                                                                                                                                                                |
| 15 min  | Opener                                        | <ul style="list-style-type: none"><li>• Name, pronoun, what's your prior knowledge and experience of Universal Design as an educator and/or as a student?</li><li>• Explain two activities below</li></ul> |
| 30 min  | Activity A) Exploring Restorative Justice and | <ul style="list-style-type: none"><li>• Guiding question to guide resource exploration<ul style="list-style-type: none"><li>◦ How does social identity and power dynamics show up in</li></ul></li></ul>   |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|--------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | with a critical lens                                                 | <p>restorative justice? How do we respond to this?</p> <ul style="list-style-type: none"> <li>• Resource Exploration (15 mins) <ul style="list-style-type: none"> <li>◦ <a href="#">Power dynamics in Restorative Justice</a> - print</li> <li>◦ <a href="#">Colonized Restorative Justice</a> - print</li> <li>◦ <a href="#">Pa'lante - Circle Practice</a> - Video</li> <li>◦ <a href="#">Amplify RJ - 8 Key Concepts Every Educator Must Know about Restorative Justice</a> - Podcast</li> </ul> </li> <li>• Reflection (5 mins) <ul style="list-style-type: none"> <li>◦ Reflection Questions: How does social identity and power dynamics show up in restorative justice? How do we respond to this? <ul style="list-style-type: none"> <li>■ When we use restorative justice whose practices are we co-opting and how are we recognizing where they come from?</li> </ul> </li> <li>◦ Take 5 minutes to reflect in the way that feels best to you <ul style="list-style-type: none"> <li>■ Walk on your own or with a partner</li> <li>■ Chat with a partner</li> <li>■ Journal</li> <li>■ Draw or mindmap your thoughts</li> </ul> </li> </ul> </li> <li>• Group Discussion (10 mins) (this could be done in circle process)</li> </ul> |
| 30 min | Activity B) Exploring Social Emotional Learning with a critical lens | <ul style="list-style-type: none"> <li>• Guiding questions to guide resource exploration <ul style="list-style-type: none"> <li>◦ How does social identity and power dynamics intersect with SEL (social emotional learning)? How do we respond to this?</li> </ul> </li> <li>• Resource Exploration (15 mins) <ul style="list-style-type: none"> <li>◦ <a href="#">Why SEL alone is not enough</a> - print</li> <li>◦ <a href="#">Applying and equity lens to Social, Emotional, and Academic Development</a> - print</li> <li>◦ <a href="#">Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action</a></li> <li>◦ <a href="#">Restorative Modeling Activity</a>: Used by BSD - This is a worksheet that asks participants to think about what different SEL skills look like in students and then think about what opportunities there are for staff modeling. You may want to consider adding a category that asks</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                 |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|         |                        | <p>what school district/institutional modeling might look like as well.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Lessons about Emotions</a>: Created by Amplify RJ - A shared activity that will help participants to recognize what they've been taught about different emotions and what they would like to teach about them. They are invited to think of healthy ways to process each of the emotions listed.</li> <li>● Reflection (5 mins) <ul style="list-style-type: none"> <li>○ Share Reflection Questions: How does social identity and power dynamics intersect in SEL (social emotional learning)? How do we respond to this? <ul style="list-style-type: none"> <li>■ Who gets to say what SEL is? That is, who decides what cultural practices are centered?</li> <li>■ What questions are we asking students in SEL?</li> <li>■ What are new practices in SEL that recognize social identity and power dynamics?</li> </ul> </li> <li>○ Take 5 minutes to reflect in the way that feels best to you <ul style="list-style-type: none"> <li>■ Walk on your own or with a partner</li> <li>■ Chat with a partner</li> <li>■ Journal</li> <li>■ Draw or mindmap your thoughts</li> </ul> </li> </ul> </li> <li>● Group Discussion (10 mins) (this could be done in circle process)</li> </ul> |
| 10 min  | Full Group Debrief     | <ul style="list-style-type: none"> <li>● Groups report back any main takeaways and questions from their convos</li> <li>● What did you notice about how UDL was modeled in the last activity? How did the experience feel as a learner?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5 min   | Break                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 10 mins | Full Rubric Brainstorm | <ul style="list-style-type: none"> <li>● This brainstorm activity will help you identify what is juicy and alive for you and may help guide your final project</li> <li>● Give folks a copy of the full rubric and encourage them to mark up what is juicy and alive to them</li> <li>● Guiding question: What is juicy and alive in the rubric for you? What key topics stand out? What questions come up for you?</li> <li>● Chalk Talk</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|        |                      | <ul style="list-style-type: none"> <li>Online - you could use a Jamboard and create a Jamboard for each of the three sections of the rubric</li> <li>In person - you could create one sheet of paper for each section of the rubric</li> <li>Encourage folks to add keywords, concepts, questions, and mark up and make connections between ideas other folks are adding down</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 30 min | Final Project        | <ul style="list-style-type: none"> <li>Review Final Project (10 mins) <ul style="list-style-type: none"> <li>Go over the big picture of the final project</li> <li>Give folks time to read through all sections of the project</li> <li>Take questions</li> </ul> </li> <li>Accountability Buddy work time (20 mins) <ul style="list-style-type: none"> <li>Break out into partnerships and start working on their <a href="#">projects</a></li> <li>This can be quiet work time or discussion time depending on what folks need</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                 |
| 10 min | Closing & Next Steps | <ul style="list-style-type: none"> <li><b>Closing Round:</b> Within your final project what is one teaching practice or potential topic you'd like to go more in depth on? (facilitators should take some notes here and use this info to help plan the last session)</li> </ul> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>Work on <a href="#">final project</a></li> <li>Complete your <b>goal setting</b> and share it with the facilitators for feedback before Sunday, February 19th</li> <li>Complete your <b>research</b> before your accountability buddy meet up</li> </ol> <p><b>Next Sessions</b></p> <ol style="list-style-type: none"> <li>Accountability Buddy meet up will be between February 26th to March 10th</li> <li>The next session will be the week of March 11th</li> </ol> |

## Session 5.5 - Accountability Buddy Meet up - Project Feedback

February 26th to March 10th

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- **Goal:** Start by sharing your goal for the project. What impact do you hope to have?
- **Research:** Share out your key takeaways from your research. What did you learn? What surprised you? What do you still want to learn more about? Any resources you're having trouble accessing?
- **Shifts in Practice:** What shifts in practice are you working on associated with your goal? How has your research informed the shifts you're working to make? How will those shifts in practice move you along on the rubric? How will you know whether or not your shift in practice will impact students?

## Session 6 - Reflecting on our own learning and practice

March 11th to 14th

### Session 5 Framing & Design:

This session is our last session. During this session students will be in the middle of completing their projects. Our goal is to give some flexibility to develop this session based on the needs of learners.

### Materials Needed:

- Journal/Paper
- Pen/Pencil
- Optional: Markers/Colored Pencils
- Computer - participants should bring
- Wifi

### Objectives:

- Objective TBD depending on what activity you choose
- Close out the course with appreciations and learning reflections

| Timing: | Activity:                                            | Notes:                                                                                                                                                                                                             |
|---------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min  | Transition & Grounding (settling)                    | Allow facilitators to frame                                                                                                                                                                                        |
| 15 min  | Opener                                               | <ul style="list-style-type: none"><li>• Name, pronoun: How's your project going? What aspects of the project are energizing? And what aspects of the project do you feel like you need more support for?</li></ul> |
| 40 min  | Modified Feedback Consultancy or Facilitators Choice | <ul style="list-style-type: none"><li>• Depending on what the group projects are about you could do the Modified Feedback Consultancy so everyone</li></ul>                                                        |

## Inclusive and Equitable Teaching Practices - Facilitation Guide

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|        |                   | <p>has time to get a bit of feedback on their project or if topics are overlapping you could plan another activity for the full group or part of the group based on feedback from the closing during the last class session.</p> <ul style="list-style-type: none"> <li>Modified Feedback Consultancy (groups of three with each person having time to present and facilitators can join/rotate groups) <ul style="list-style-type: none"> <li>Present (2 min) - presenter shares more about what they are working on and specific areas they would like feedback or support</li> <li>Clarifying Questions (2 min) - Folks ask clarifying questions which have brief answers</li> <li>Group Discusses (8 min) - group discusses based on what the presenter presented</li> <li>Presenter Reflects (3 min) - presenter reflects what they learned during this process and what they heard</li> </ul> </li> <li>Here is another activity to explore: <ul style="list-style-type: none"> <li>Choose an article for folks to read together and do a reading protocol such as <a href="#">Save the Last Word for Me</a> (could find an article in our resource bank)</li> </ul> </li> </ul> |
| 10 min | Break             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 40 min | Project Work Time | Open time - what do we want to use this time for? It could be accountability buddy time to work on projects. Although they already had that time. This could be open time to work on your projects and get feedback from classmates and the facilitators.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5 min  | Next Steps        | <ul style="list-style-type: none"> <li><b>Projects</b> due next course <ul style="list-style-type: none"> <li>Encourage folks to bring an artifact from their project to share next course</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Session 7 Celebration of Learning:

This session is our last session. During this session students will share the learning in their projects, celebrate their learning, and give feedback on the course.

### Materials Needed:

Education Justice Coalition of Vermont - [www.edjcoalition.org](http://www.edjcoalition.org)

## Inclusive and Equitable Teaching Practices - Facilitation Guide

- Journal/Paper
- Pen/Pencil
- Optional: Markers/Colored Pencils
- Computer - participants should bring
- Wifi

### Objectives:

- Objective TBD depending on what activity you choose
- Close out the course with appreciations and learning reflections

| Timing: | Activity:                         | Notes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min  | Transition & Grounding (settling) | Allow facilitators to frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 15 min  | Opener                            | <ul style="list-style-type: none"><li>• Name, pronoun: How are you finding and nurturing joy in your teaching practice?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 50 mins |                                   | <ul style="list-style-type: none"><li>• Group size - You may want to break into groups of around 4-6 to do this in order to have enough time for everyone to share.</li><li>• Class participant share out (3-5 mins)<ul style="list-style-type: none"><li>○ Share a bit about your project: What EQS teaching practice did you work on? What did you do in your project?</li><li>○ Biggest learnings: What are some of the biggest learnings and takeaways from this project? What worked? What would you change? What did you learn about your students through doing this project?</li><li>○ What's next: What questions are you left with or what new questions do you have? What do you still want to explore? What practices do you want to shift next?</li></ul></li><li>• Audience reflection: (3-5 mins) after each person shares invite the "audience" to:<ul style="list-style-type: none"><li>○ Share appreciations</li></ul></li></ul> |

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|                 |            | <ul style="list-style-type: none"> <li>○ Ask questions or share wonderings</li> <li>○ Make connections to ideas, resources, and practices</li> <li>● Repeat Above: You'll repeat the class participant share out and audience reflection for all other folks who took the class.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Break - 10 mins |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 10 min          | Evaluation | <ul style="list-style-type: none"> <li>● <a href="#">Course Evaluation</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 20 min          | Closing    | <ul style="list-style-type: none"> <li>● Round of appreciations <ul style="list-style-type: none"> <li>○ Could do this activity with a ball of yarn tossed around so everyone gets an appreciation and it creates a visual web of community</li> <li>○ Share an appreciate for someone in the class</li> <li>○ Share an appreciation for yourself</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| 5 min           | Next Steps | <ul style="list-style-type: none"> <li>● <b>Projects</b> <ul style="list-style-type: none"> <li>○ Facilitators will share project feedback in the next week</li> </ul> </li> <li>● <b>Self grading form</b> <ul style="list-style-type: none"> <li>○ We will be sending out project feedback after you turn your project in</li> <li>○ We will be sending a self-grading survey after you get your project feedback so please keep an eye out for that!</li> </ul> </li> <li>● <b>Grades</b> <ul style="list-style-type: none"> <li>○ For those taking the course for credit grades will be posted ____ (add date)</li> <li>○ In order to access your grades you'll need to login to the VSU system</li> </ul> </li> </ul> |